

Science Curriculum Overview 2026-27

Explaining Science

Classification

Designing Experiments

Data, Tables & Graphs

Making Conclusions

EYFS	Seasonal Change & Everyday Materials				
Year 1	Seasonal Change				
Year 1	Light and Shadow	Pushes and Pulls	Everyday materials	Plants	Animals inc humans
Year 2	Building Circuits	Living things and their habitats.	Uses of everyday materials.	Plants	Animals inc humans
Year 3	Forces and Magnets	Light	Rocks	Plants	Animals inc Humans
Year 4	Electricity	Living Things and their habitats	States of Matter	Sound	Animals inc humans
Year 5	Forces	Living things and their habitats.	Properties and changes of materials.	Earth and Space	Animals inc humans
Year 6	Electricity	Light	Living things and their habitats	Animals inc humans	Evolution and inheritance

Science is a **core curriculum subject** that is crucial to our pupil's understanding of the world, next steps and future career aspirations. Through the National Curriculum for Science as a starting point, our enhanced science curriculum aims to ensure that all pupils:

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- Build **depth** through recalled, connected substantive knowledge, explicit vocabulary expectations, a conceptual understanding of science (through a progressive use of science models) and a hands-on, investigatory approach to teaching. Activity will be varied, targeted to build conceptual knowledge/WS skills, support connection and with a gradual release of responsibility (GRR) to the pupils.
- Will be appropriately **challenged** through a sequential, coherent and ambitious curriculum, dual objective teaching (ensures clear focus, pitch and differentiation by expectation), effective questioning & activity (higher order), formative assessment approach and addressing misconceptions quickly. Independent thinking and investigation will be scaffolded and encouraged with a growth mindset.
- Build **connected** substantive knowledge through ensuring secure prior knowledge, conceptual understanding to link knowledge across the curriculum, blended learning across topics/wider curriculum and scientific theory development using key scientists within the learning. Factual knowledge is grounded into conceptual knowledge that then expands into connected knowledge.
- Build key **disciplinary knowledge & skills** through focussed/progressive Working Scientifically (WS) skill development (by dual objectives) through a range of Enquiry Types that help pupils to become increasingly independent and successful investigators. Explicit year group specific WS Skills are mapped across the curriculum to ensure coverage, sequencing and the tracking (assessment) of progress.
- Support **next steps** through high attainment (tracked), conceptual component knowledge & WS Skills to support secondary readiness and where pupils are equipped with the scientific knowledge required to understand the uses and implications of science, engage with current/future debates (Science Literacy) and develop high Science Capital (STEM/Cultural Capital).

To support a fully progressive curriculum, the foundations for learning science begin in Early Years Foundation Stage through planned substantive / disciplinary knowledge and key vocabulary development that dove-tails into National Curriculum expectations. Pupils are taught to use appropriate science equipment when investigating the world around them. This builds stronger foundations for success as pupils move into year 1.

Lesson structure:

5 units lasting 8 weeks – Pre-assessment and Readers Theatre (vocabulary pre-teaching), 6 weeks of lesson content and summative assessment.